



Dear Family,

Our class is starting a new unit in math about data. This unit is about facts or information we collect about people and things in our world. Students will be posing questions, collecting data, making representations of the data they collect and interpreting information.

Throughout this unit, students will be working towards these goals:

Benchmark/Goal	Example				
<p>Represent a set of data with two categories.</p>	<p>Do you walk to school?</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="862 869 1089 926">Yes</th> <th data-bbox="1089 869 1328 926">No</th> </tr> </thead> <tbody> <tr> <td data-bbox="862 926 1089 1142"> <p style="text-align: center;">13</p> </td> <td data-bbox="1089 926 1328 1142"> <p style="text-align: center;">11</p> </td> </tr> </tbody> </table>	Yes	No	<p style="text-align: center;">13</p>	<p style="text-align: center;">11</p>
Yes	No				
<p style="text-align: center;">13</p>	<p style="text-align: center;">11</p>				
<p>Interpret a variety of representations of data with two categories.</p>	<p>Do you walk to school?</p> <p>Walk to School</p> <p>Don't Walk to School</p>				
<p>Describe a set of data including how many are in each group, which group is greater, and how many people responded to the survey.</p>	<p>How many children walk to school?</p> <p>Do more children walk to school or not?</p> <p>How many children responded to this survey?</p>				

Related Activities to Try at Home

The activities suggested below are related to the mathematics in our new unit. Doing them with your child can enrich his or her mathematical learning.

Which Has More? On a trip to a park in a car, bus, or train, bring along a tablet and pencil to play “Which has more?” Begin by posing a question: “Which do you think we will see more of in the next five minutes?” Depending on your surroundings, you might choose pairs such as bicycle riders or joggers, trucks or buses, cows or horses. Your child will have ideas too! Help your child choose things that give enough to count—about 10 or 15 of each object. If the count is too low to be of interest, you might extend the time limit. The important thing is that your child keeps track (using tally marks, numbers, pictures, words, and so on), accurately counts, and then compares the results.

Math and Literature

You can find the following books in your local library.

Baer, Edith. [This Is the Way We Eat Our Lunch](#)

Berenstain, Jan and Stan. [The Berenstain Bears and the Messy Room](#)

Burningham, John. [Would You Rather](#)

Lobel, Arnold. [“A Lost Button,” in Frog and Toad Are Friends](#)

Murphy, Stuart. [The Best Vacation Ever](#)

Pluckrose, Henry. [Math Counts: Sorting](#)

Reid, Margarette S. [The Button Box](#)

Sincerely,
The First Grade Team